

GRADE 5 STANDARDS AND LEARNING ACTIVITIES

Strand: Language Development (Continue to address earlier standards as needed and as they apply to more difficult text.)

DISCUSSION

5.LD-D.1. Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.

Example: In literature discussion groups, using texts written by a single author, such as Frederick Douglass: The Black Lion and Langston Hughes: Great American Poet by Patricia McKissack, students take on roles of leader, scribe, and reader as they discuss questions they have generated in preparation for class. Students then generate a list of relevant questions about the texts that are answered by members of another group.

QUESTIONING, LISTENING, AND CONTRIBUTING

5.LD-Q.2. Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.

Example: Students draw a card with a phrase and listed emotion from a deck. Students say the phrase using the given emotion and the class interprets the meaning of the message from the student's tone, intonation, and facial expressions (e.g., "What do you think?" – using the emotion scared, confused, or excited).

5.LD-Q.3. Make inferences and draw conclusions based on the ideas presented in an oral report.

5.LD-Q.4. Ask questions that clarify information not already discussed.

Example: Students interview community helpers, using questions the class has generated to clarify information not already discussed. Students report the results to the class.

ORAL PRESENTATION

5.LD-O.5. Review and refine teacher-generated rubric (scoring guide) to prepare and assess presentations described in this section.

Example: The teacher gives students a rubric for a "How to" speech on building a model, making a bracelet, or using a hula hoop. Students refine the rubric prior to individual presentations and practice scoring their peers (rubric should include: volume, pitch, phrasing, pace, and gestures).

5.LD-O.6. Organize ideas into presentations that provide a beginning, middle, and end, using various delivery strategies (volume, pitch, phrasing, pace, gestures) to communicate meaning.

Example: Students give a presentation of information they have acquired from a class visit to a museum.

5.LD-O.7. Recite poems (four or more stanzas), sections of speeches, or dramatic soliloquies using clear diction, tempo, volume, and phrasing.

Example: Students present poems of 4 or more stanzas, selections of speeches, or dramatic soliloquies to peers. Some examples might be the Preamble to the Constitution, "Out of the Dust" by Karen Hesse, and "The Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow.

Strand: Language Development *(continued)*

VOCABULARY AND CONCEPT DEVELOPMENT

5.LD-V.8. Identify the meaning of common Greek and Latin roots and affixes to determine the meaning of unfamiliar words.

Example: Students discuss the meaning of common Greek roots, such as micro- and geo-, to help them understand the meaning of the words such as microscope, microwave, microbe, geometry, geography, and geology.

5.LD-V.9. Identify and apply the meanings of the terms antonym, synonym, and homophone.

Example: Given a list of paired words, students identify whether each pair of words are antonyms, synonyms, or homophones. Then students take a word and identify its antonym, synonym and homophone.

5.LD-V.10. Determine the meaning of unfamiliar words in context using definitions and examples stated in the text.

Example: Students choose vocabulary words and write them in sentences that include definitions or examples using context clues. For example, for the word "aghast," a student writes, "Residents were aghast – shocked – at the destruction."

5.LD-V.11. Identify meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries and thesauri (printed and electronic).

Example: The teacher puts a list of words together from a primary source from a social studies unit, such as the Declaration of Independence. Students use the dictionary (print and electronic) to determine the meanings, parts of speech, and pronunciations of selected words. Then they use the thesaurus to list several alternative words that could have been used.

Strand: Beginning Reading *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

FLUENCY

5.BR-F.1. Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

Example: Teacher calls on students to read aloud during reading instruction or small group lessons. Teacher models techniques through daily read alouds. Techniques include: fluency, accuracy, comprehension, appropriate timing, change in voice, and expression.

Note: Students will have met the grade K–3 standards by the end of grade 3, although teachers should continue to address the earlier standards as needed and as they apply to more difficult texts.

Strand: Informational Text (Continue to address earlier standards as needed and as they apply to more difficult text.)

EXPOSITORY TEXT

5.IT-E.1. Identify the author's purpose and summarize the critical details of expository text, maintaining chronological or logical order.

Example: Students read African Beginnings by James Haskins. In pairs, they summarize important facts about how early civilizations have had a lasting impact on the world's history, and on American culture. Then students revise, edit, rewrite, and illustrate their reports and display them in the classroom or library.

5.IT-E.2. Distinguish fact from opinion in expository text, providing supporting evidence from text.

Example: In reading an article about how snowshoe rabbits change colors, students distinguish facts (i.e., Snowshoe rabbits change color from brown to white in the winter) from opinions (i.e., Snowshoe rabbits are very pretty animals because they can change colors).

5.IT-E.3. Compare (and contrast) the author's purpose in informational selections on the same topic.

Example: Students read several fictional and informational texts about guide dogs, such as A Guide Dog Puppy Grows Up by Caroline Arnold, Buddy: The First Seeing Eye Dog by Eva Moore, and Follow My Leader by James B. Garfield, and compare and contrast the information presented in each.

5.IT-E.4. Identify and use knowledge of common textual features (e.g., title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary).

5.IT-E.5. Identify common organizational structures such as chronological order and cause and effect.

Example: After reading an informational text, such as Animal Camouflage: A Closer Look by Joyce Powzyk, students identify the organizational structures used by the author and use the information gained from the text to predict what an animal might do to camouflage itself in different landscapes.

DOCUMENT AND PROCEDURAL TEXT

5.IT-DP.6. Interpret details from text to complete a task, solve a problem, or perform procedures.

Example: Students read over and follow the directions for a video game. They rewrite the video game instructions for a younger reader.

ARGUMENT AND PERSUASIVE TEXT

5.IT-A.7. Determine an author's position (i.e., what the author is arguing), providing supporting evidence from the text.

Examples: Students read their local newspaper and describe a columnist's opinion, providing supporting evidence from the column to back up their assertions.

Strand: Literary Text (Continue to address earlier standards as needed and as they apply to more difficult text.)

CONNECTIONS

5.LT-C.1. Relate the events and characters in a literary work to information about its setting.

Example: Students read Irene Hunt's Across Five Aprils or Stephen Crane's Red Badge of Courage. In order to understand the historical background of the work, they examine Matthew Brady's photographs from the Civil War, read excerpts from various soldiers' diaries and letters, and study Julia Ward Howe's "Battle Hymn of the Republic" and other Civil War songs. Then they relate what they learn to events, settings, and characters from the book.

GENRE

5.LT-G.2. Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.

Example: Students read a variety of materials and write a short anthology of works, including several genres of literature, on an event or person in American history, or on an animal they have studied.

THEME

5.LT-T.3. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.

Example: Students compare books that deal with the theme of the impact of war, both on those who fight in the battles and those who remain at home. Works on this theme include books on the Civil War period, such as Bull Run by Paul Fleischman; books on World War I, such as After the Dancing Days by Margaret Rostkowski; or books about the Vietnam War, such as Park's Quest by Katherine Patterson.

FICTION

5.LT-F.4. Describe the relationships between major and minor characters; analyze how a character's traits influence that character's actions.

Example: Students read On My Honor by Marion Dane Bauer and then create storyboards, for the major and minor characters, illustrating how each character's traits influence his actions.

Example: Students read The Sign of the Beaver by Elizabeth George Speare. They tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.

5.LT-F.5. Identify the plot and its components (e.g., main events, conflict, resolution).

Example: After reading Sarah, Plain and Tall, by Patricia MacLachlan, students discuss the causes and effects of the main event of the plot when the father in the story acquires a mail-order bride. Students describe the effects of this event, including adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. They plot the story onto a story map, and write a sentence identifying the major theme.

Strand: Literary Text (continued)**LITERARY NONFICTION**

5.LT-LNF.6 Describe the narrative structure of biographies and autobiographies and the themes or central ideas contained within them.

Example: After reading Jeanne Wakatsuki Houston's Farewell to Manzanar, students write about what the family's life had been like before the events described in the novel, supporting their inferences with references to the novel.

POETRY

5.LT-P.7. Respond to and analyze the effects of the sounds in words (alliteration, onomatopoeia, rhyme scheme), form (free verse, couplets), and figurative language (metaphor, simile) to uncover the meaning of a poem.

Example: Students read poetry from a cross-section of authors such as Nikki Giovanni, Gary Soto, Leslie Marmon Silko. Then, students discuss the reason for the variations in language.

DRAMA

5.LT-D.8. Analyze the similarities and differences between a narrative text and its dramatic adaptation.

Example: After reading Norton Juster's novel The Phantom Tollbooth and watching the film version, students adapt passages of the novel as they write their own scenes, present them, and justify their specific choices in adapting the narrative to a script edition.

STYLE AND LANGUAGE

5.LT-S.9. Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language.

Example: Students read and listen to an audiotape of Dr. Martin Luther King's "I Have A Dream" speech and identify the features that appeal to them and the rhetorical/figurative devices that make the speech effective.

5.LT-S.10. Recognize dialect in conversational voices in American folk tales.

Example: Students compare selections of dialogue by various characters in Mark Twain's The Adventures of Tom Sawyer in order to identify and analyze differences in language style.

TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE

5.LT-TN.11. Compare different versions of the same story from different cultures.

Example: Groups of students read two versions of Cinderella. Students create a Venn diagram illustrating the similarities and differences. (The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox; Anklet for a Princess: A Cinderella Story from India by Lila Mehta, Youshan Tang, and Meredith Brucker; The Gift of the Crocodile: A Cinderella Story by Judy Sierra; The Persian Cinderella by Shirley Climo; The Korean Cinderella by Shirley Climo; The Egyptian Cinderella by Shirley Climo; Yeh-Shen: A Cinderella Story From China by Ai-Ling Louie.) Then, tell how these tales are different from each other.

5.LT-TN.12. Identify common structures in traditional literature.

Example: Students read a series of stories that include instances of the "rule of three" such as three bears, three sisters, three wishes, or three tasks. They read another series that include the common structure of magic helpers such as talking animals, fairies, or elves.

Strand: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

5.R.1. Apply steps for obtaining and organizing information from a variety of sources, documenting, and presenting research in individual and group project.

- Define the need for information and formulate open-ended research questions
- Initiate a plan for searching for information.
- Locate a range of print and electronic resources.
- Evaluate the relevance of information.
- Locate specific information within resources by using indexes, tables of contents, and electronic searches of key words.
- Retrieve and save files to hard drive, disk, or other memory device.
- Demonstrate basic keyboarding skills and familiarity with technology vocabulary such as cursor, software, memory, and hard drive.
- Provide appropriate documentation in a consistent format.
- Organize and present research using the standards in the Writing strand.

Example: Students examine newspaper articles and authentic texts as well as interview participants taking part in a local event, detailing many perspectives.

Strand: Writing (Continue to address earlier standards as needed and as they apply to more difficult text.)

IMAGINATIVE WRITING

5.W-I.1. Make distinctions among fiction, nonfiction, and dramatic literature, and use these genres selectively to produce stories or scripts.

Example: Students form small groups and write a short play that could be presented to the class. They rewrite a short story that was read in class, telling the story from another point of view.

5.W-I.2. Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).

Example: Students write poems about their experiences and interests using a model such as :

I am (write two special characteristics you have)

I wonder (write something you are actually curious about)

I strive (write something you really make an effort about)

I dream (write something you actually hope for and dream about)

I wish (write an actual desire)

I am (write the first line of the poem repeated)

EXPOSITORY WRITING

5.W-E.3. Create multiparagraph essays that

- present effective introductions and concluding paragraphs and
- guide and inform the reader's understanding of key ideas and evidence.

Example: Students write summaries of biographies of various African American historical figures, such as Malcolm X, Martin Luther King, Jr., Madame C.J. Walker, and Mary McLeod Bethune. They group their ideas into categories that make sense for the biographies and place the categories in a logical order as they compose a multi-paragraph report.

5.W-E.4. Write explanations of a process that include a topic statement, supporting details, and a conclusion.

Example: Students write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. They describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. They add graphics and text design to make the content clearer and easier to follow.

5.W-E.5. Write research reports with clear focus and supporting detail.

Example: Students research an event or person from the Colonial America period and write a research report with a clear focus and supporting details. The multi-paragraph report uses effective introductions and concluding paragraphs and illustrates key ideas. Students revise their writing to improve coherence and progression.

REVISION

5.W-R.6. Revise writing to improve coherence and progression by adding, deleting, combining, and rearranging sentences.

Example: Students choose a narrative written in the first person, change the point of view to the third person, and evaluate the strengths and weaknesses.

Strand: Media *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

5.M.1. Identify and analyze the persuasive techniques (promises, dares and flattery, glittering generalities, logical fallacies) used in media messages.

Example: Students divide into three groups. Each group analyzes a form of advertisement including: print (magazines and newspapers), audio (radio), and visual and audio (television). Students identify the techniques used in the media messages. Each group presents its findings to the class.

5.M.2. Create presentations, including graphics, using computer technology.

Example: Students create energy conservation pamphlets using elementary-level graphic software.

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

5.EL.1. Recognize that a word performs different functions according to its position in the sentence.

5.EL.2. Identify verb phrases and verb tenses.

Example: Identify the verb phrases in the following sentences:

- *Have your friends ever thrown you a party? (Verb phrase: have thrown)*
- *The river does not usually freeze in the winter. (Verb phrase: does freeze)*
- *On the branch of a tree, there was a small nest. (Verb phrase: was)*
- *The gentle collie will never savagely attack anyone. (Verb phrase: will attack)*
- *We really must be going. (Verb phrase: must be going)*

5.EL.3. Identify seven basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition).

5.EL.4. Identify and use correct punctuation, including colon to separate hours and minutes and to introduce a list; quotation marks around exact words of speaker and names of poems, songs, and short stories; parentheses; commas in compound sentences; and paragraph indentations.

5.EL.5. Use correct capitalization.

5.EL.6. Identify and employ correct usage for

- troublesome verbs (e.g., lie/lay, sit/set, rise/raise);
- modifiers; and
- nominative, objective, and possessive pronouns.

5.EL.7. Spell roots, suffixes, and prefixes correctly.